



**Book Title/Author**

*Sea Slime: It's Eeuwy, Goey and Under the Sea* by Ellen Prager

**Florida State Standards**

**Priority Standard:**

LAFS.2.RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Supporting Standards:**

LAFS.2.RI.1.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.RI.2.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.RI.3.7 – Explain how specific images contribute to and clarify a text.

LAFS.2.W.1.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.2.W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LAFS.2.L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SC.2.L.17.2 – Living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

**Preparation/Resources Needed**

Book *Sea Slime: It's Eeuwy, Goey and Under the Sea*

**Genre**

nonfiction

**AR/Lexile Level**

4.0/AD730L

**Reading Content Focus**

Categorize sea animals by how they use slime

Reading informational text

**Vocabulary**

**Tier 2 Words:** slime, goeey, protection, slithers, strange, mucus, drifting, floats, nibbles

**Tier 3 Words and ocean animals found in the story:** jellyfish, sea slug, snail, pteropods, sea butterflies, violet snail, parrotfish, coral reef, clownfish, eel, hagfish, moray eel, scales, squid, vampire squid, corals

**Essential Questions**

\*How does identifying the main purpose of a text assist in understanding what is being read?

\*How does slime help sea animals survive in their habitat?

**Big Idea**

\*Finding the main purpose will help the reader remember important information.

\*Slime can aid sea animals by catching their food, protecting them from predators, and helping them move about in the water.

**Differentiation (Access and Enrichment)**

**Access** – When asking students to respond to a writing prompt, provide them with starter sentences at key points in the writing.

**Internet Resources**

[Publisher Website](#) with access to different resources

[Activity guide](#) for both *Sea Slime: It's Eeuwy, Goeey, and Under the Sea* and *a Day in the Deep*

If students struggle creating the graphic organizer independently, give them a pre-copied organizer to use for completing their work.

**Enrichment** – Provide students the opportunity to find other sea animals that use slime and add it to their graphic organizer.

[Online multiple choice question quiz.](#)

[For Creative Minds online quiz](#)

[Online multiple choice math quiz](#)

[Online copy](#) of the story

[Other websites](#) related to the story

*(The questions included in this lesson plan are only a guide. Use some or all as appropriate for your purpose and students.)*

**Activate Background Knowledge:**

Use the following questions from the [activity guide](#) to build background knowledge prior to reading.

- \*What is slime?
- \*Can you think of any other words that mean slime or slimy?
- \*What are some animals that use slime to survive in their habitat?
- \*Why do you think animals use slime?
- \*How do you think animals use slime?
- \*What are some habitats in which you might find “slimy” animals? (List as many as you can.)

If teaching habitats, you may want to discuss the habitat of the ocean as it is used in this story.

You may also want to create a KWL chart (or circle map for Thinking Maps) to identify what students already know prior to reading. If using the KWL chart, you would want to include what they want to learn as well.

**Teach/Model:**

Showing the front cover read the title, author, and illustrator. Discuss what author and illustrator means.

Read the first page.

Define the word gooey.

Q: What are the three ways ocean animals use slime? (You could create three lists on the board so as you read students can help you categorize how each ocean animal uses slime. If you use Thinking Maps, you could use a Tree Map here.)

Read the next page.

Using the pictures, help students understand the description “shaped like an umbrella with stringy, stinging tentacles and long, frilly, feeding arms”.

Q: Does the jellyfish use any one of the three ways we just talked about? (No. The jellyfish is made of slime.) So let’s add another category to our chart.

Read the next page.

Define the word slithers.

Help students understand the difference between polka dots and stripes.

Q: How does a sea slug use slime? (add to your chart)

Read the next page.

Q: What does the word strange mean?

Q: How is mucus the same as slime?

Q: What does it look like when something drifts?

Q: How do sea butterflies use slime? (add to your chart)

Read the next page.

Q: What does the word float mean?

Q: What does the word violet mean?

Q: How does the violet snail use slime? Can we add this to our chart? Do we need to create another column?

Read the next page.

Describe the word nibble to students and have them mimic your actions.

Q: How does the parrotfish use slime? Where does that go on our chart?

Read the next page.

Q: How does the clownfish use slime? Where does that go on our chart?

Read the next page.

Q: How does the hagfish use slime? Where does that go on our chart?

Read the next page.

Q: How does the moray eel use slime? (bottom left picture) Where does that go on our chart?

Read the next page.

Q: How does the squid use slime? Where does that go on our chart?

Read the next page.

Talk about the description of the squid and how it compares to other ocean animals we already know.

Q: How does the vampire squid use slime? Where does that go on our chart?

Read the next page.

Using the picture, show students the coral.

Q: How does coral use slime? Is there a place on our chart for that?

Read the next page.

Have students answer the question in the last sentence.

### **Guided Practice:**

Using the information collected throughout the story, guide students as they create their own graphic organizer (or Thinking Map) to organize the different animals from the ocean into categories by how they use slime.

### **Independent Work:**

Choose from one of the activities below for students to demonstrate their understanding of the story.

**Activity 1:** Using the graphic organizer (Thinking Map) created as a class, have students answer the following questions adapted from the [activity guide](#).

\*Which animals use slime to move? Explain how one of these animals use slime to move.

\*Which animals use slime to capture food? Explain how one of these animals use slime to capture food.

\*Which animals use slime to avoid becoming food? Explain how one of these animals use slime to protect themselves.

\*Which animals mentioned use slime to float?

\*Which animals mentioned use slime as an overcoat or wetsuit?

\*Which animals mentioned use slime to wash?

\*Have you ever used "slime" for any of these reasons? If so, what and how?

\*What are some land-living animals that use slime?

**Activity 2:** Writing prompt – Explain the different ways that ocean animals can use sea slime. Give specific examples in your writing.

### **Extension Activities:**

Read the story *A Day in the Deep* by Ellen Prager as a companion to *Sea Slime: It's Eeuwy, Gooey, and Under the Sea*. Use the [activity guide](#) to lead discussion and activities of two books together.

Use the [activity guide](#) (pg. 7) to incorporate various vocabulary activities into small group and center activities.

Allow students to enjoy some [fun coloring pages](#) from the story. (pgs. 29-31)

Have students answer the true and false questions in the back of the book (also attached as a [PDF](#)).

[Online multiple choice question quiz](#). You could have students complete this together as a class or write their answers down on a piece of paper as you go through them.

[For Creative Minds online quiz](#). You could have students complete this together as a class or write their answers down on a piece of paper as you go through them.

[Online multiple choice math quiz](#) using information from the story. You could have students complete this together as class or write their answers down on a piece of paper as you go through them.

Use the recipe in the back of the book to make slime with the students.

Use the [online copy](#) of the story to read the story from the SmartBoard or to allow students listen to the book being reread to them.

[Other websites](#) related to the story.

Have students create a book of the different sea animals listing 3 facts of each and then drawing a picture of them. Different mini-book ideas- [idea 1](#), [idea 2](#), [idea 3](#)

The end of the book poses a question to its readers: "If you lived under the sea, how would you use your slime?" Brainstorm ways we could use slime as humans under the sea or up here on land. Have students write a sentence or a paragraph with an illustration showing how they would use their slime.

Research activity: Guide your students in the study of a sea creature or a land animal that has unique adaptations (such as making slime or camouflage). Have students create an informative poster of the animal which includes an illustration and facts.

### **Assessment**

Formative Assessment:

\*observations and anecdotal notes of student participation in classroom discussions and activities.

Summative Assessment:

\*Evaluation of completed activity listed under **Independent Activity** and/or one of the completed quizzes under the extension activities.